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SPECIAL ISSUE ON PLANNING SCHOOL LIBRARIES

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COVER PICTURE: GEORGE PEPPERDINE COLLEGE LIBRARY, LOS ANGELES
PHOTOGRAPH BY "DICK" WHITTINGTON, COURTESY GEORGE PEPPERDINE COLLEGE

Editorial Notes . . .

Let's dream about our new school library together. We repeat, let's dream, for without dreams, without objectives, there will be no improvement. Don't let the so-called "practical" men convince you that dreams are foolish—remember that the hard-headed realists of not many years ago thought that slavery was divinely approved, that industry could not produce without child labor, and that free education for all children was nothing but a Utopian dream. History has shown us that idealistic dreamers are often the most practical of men, for no major step forward was ever taken without their setting the pace and outlining the goal, though their contributions were not recognized at the time. Before accomplishment must come dreams—we need the dreamers to show us the way. Let's test the dreams, see how they meet our needs, accept those which will work for us, and then go after them.

But successful planning for libraries means cooperation; the administrator, teacher, architect, and librarian must work together. Each has a part in the creation of a new school library and each has something to contribute.

Offer your help to plan your new school library at the first sign of interest. Read about new libraries, make up a list of functions of the school library, prepare a checklist of items to be considered. Supply these and helpful printed materials to the administrator for his and the architect's consideration, and do it early, before the architect lays out his master plan for the entire school.

Improve your present library if a new one is not in your future. It is remarkable what can be done with a little remodelling and some paint. Get your art and home economics instructors to make suggestions, call on the school maintenance men for their ideas. Consult your custodians; you have no idea what supplementary library furniture they may find for you in some attic storeroom.

Give your library dollars more cents by insisting upon the purchase of good equipment and furniture. The librarian's salary is usually the largest single item in the library budget, and equipment that speeds up and makes more effective his work doesn't take long to pay for itself. Inadequate equipment means that the librarian has to spend more time on unprofitable, avoidable tasks. When you figure out the number of years of service a given piece of equipment will give, the cost per year is small. (Don't try this to convince yourself you need a new fur coat—your personal bookkeeping system may not provide for amortization!)

Specialists and librarians have contributed much to think about in this issue. Dream, think, plan, work together toward better school libraries. We are not satisfied with a 1916 model automobile (though we still put up with a long, high hood which at one time indicated a powerful engine, but now serves only to obstruct the vision and make it easier to run over little children). Why should we be satisfied with a conventional 1916 model school library? We are accustomed to flights of imagination, to ideas, for we live in the world of books. We should certainly be the last to accept the mediocre because it is conventional. Our dream library could be a reality now. Make it a reality!

E. Ben Evans

The Architect's Challenge . . .

Commissioned to do a new high school plant in California, for approximately 500 students in a community and on a site indicating a possible maximum growth to 1500 students, an architect's imagination might well dwell upon the following with particular reference to the school library:

As his performance will be the extent of co-operation he receives from administrator, teacher, and librarian, he might reflect that:

Architecture is related to the human needs, desires, aspirations and senses; human instinct, plus program requirements, ie: architect interpreter plus educator equals the ideal solution: curriculum and program are the province of the educator. The program may be influenced in a degree by the inventiveness of the architect. The skilled librarian should be the judge of the mechanics of the plan. The designing team should be composed of "School Board or Library Trustees" for Administration and Curriculum; "Librarian" for function fitting curriculum and program; "Architect" for vision and analysis to fit the structure and equipment to function and program:

The future library is what you educators—school board, administrator and librarian will **permit** it to be! The formula for accomplishment of what you unknowingly desire, is really simple, namely: full

FRANK WYNKOOP, A.I.A.
Architect

confidence in your architect. A start in any other direction is getting off to failure or at best a representation of the restricted freedom of past expression. Each in his own right should respect the ability of the other . . . plan together . . . and plan with eyes open . . . with courage of convictions and honestly!

Be opinioned but not opinionated. The perfect library for today is **here**, and we have but to set it down on paper to bring it to reality! Criticism of the work of architects in the past can nearly always be traced to cause and be attributed to the lack of imagination on the part of the administrator, lack of knowledge of the architect's capabilities, or simply, to the dead-weight of convention, from which neither the administrator nor the architect may have had the courage to depart.

With this in mind, and provided the architect is producing for a receptive audience: consideration is given to the climatic conditions in which the school plant is to be situated, which, incidentally in California may have a range of conditions depending upon location, similar to nearly any spot in the United States, but for the purpose of this subject, we will assume a location similar to the milder climate areas for which California is renowned.

THE MASTER PLAN

The library as a "part" of the entire new school plant, must be considered in the light of the general scheme or master plan, giving due consideration to provisions for

Frank Wynkoop, a member of the American Institute of Architects, opened his own office in 1937 after twenty years of general experience in architecture. During the past ten years he has specialized in school buildings and has received widespread recognition, particularly for his development and use of clerestory reflected lighting permitting the construction of square classrooms. The Museum of Modern Art of New York includes photographs of his work in its collections. His main office is located in San Francisco, but he maintains branch offices in Bakersfield and San Bernardino and is expecting to open another one in Fresno soon.

future growth. As this is to be the **dream library** or situation which we can create as the **ideal**, the library would be a one-story structure and semi-detached:

The master plan of the school plant would provide for growth to the saturation point of site or pre-determined practical maximum size from an administrative point of view, providing for increase in various units by addition, increasing size or providing for multiple units:

The school plant would be conceived in a checker-board pattern of small landscaped courts and alternate structures, all joined together by passages or corridors, and ease of communication provided by sub-trunk corridors below the first floor level reached by easy ramps to move traffic about the campus area without interference of local congestions to be found on the surface floor level, and routed on the diagonal—the principal floor partially elevated to balance the excavation for basement and fill for courts and to add to impressiveness on a flat site: The plant conceived as outlined, which we might call an integrated school plant, as compared with the conventional campus composed of widely separated and two-story buildings, involves no more ground coverage . . . can be properly daylighted . . . provides a low headroom, underground floor area for passages, for storage, special services, mechanical equipment and distribution of the maze of service lines which a school plant requires, and provides for flexibility of location of services anywhere in the floor areas.

If the school must have a monument—must have mass and impressiveness, and must have a central motif . . . let it be an otherwise useless feature such as a "Campanile" or similar structure. **Let us dignify** the school plant with features of

inherent dignity! and **not** with a false front or non-functional feature. The flexibility of the school plant to permit expansion and alteration demands this approach as do the financial limitations imposed by reason of greatly increased costs.

It is generally conceded that the library in the master plan pattern should be easily accessible and be located centrally, as it is the one unit most used by all of the students. Its location in its relation to other elements as well as the program which it is to provide, is in the province of the educator, and the final decision should be his.

DESIGN

The elements of the "formulae" . . . or what we call "aesthetics" of architectural treatment . . . are highly complicated and include many considerations. It is difficult to explain why we feel satisfied with certain "interiors" or have a feeling of what is called "atmosphere" and appreciation or "aesthetic sense", but it is possible to analyze the reason, and therefore to reverse this procedure. It is possible to design "atmosphere"!

The aesthetic conception of the "**ideal library**", in selection of materials will be approached with knowledge of the funds available to be applied with proper balance, including due consideration for the mechanical equipment and other requirements:

The library will be considered as it is in one's home, as a quiet spot for contemplation and study. It will be conducive to concentration and retention, in which the mind is conditioned instinctively to respond to the subject matter.

Influencing these conditions are temperature; conditioned air; brightness ratio of light sources, light intensity, and the comfort provided by furniture; noise interference, sense of quiet, color sense,

materials of the surroundings, the outdoors, sky and landscape, objects of art within, and not to be forgotten—a non-ticking clock!

The will to study will be induced by the provision of good books, audio-visual aids, illustrated lectures, attractive physical surroundings, good administration and maintenance, attractive furniture and equipment, good organization of space, a sense of being in a quiet, uncrowded, non-institutional space: Mechanical equipment, heating, ventilating, lighting, will be sensed but not seen or heard. There will be a generous supply of easy chairs, and the interior will be arranged to provide the charm of the outdoor scene: There will be the inspiration of color, sculpture, art and fine finish materials.

The library interior need not be a great space with lofty ceiling and tables crowded into regimental rows conducive only to a lack of concentration, creating a feeling of discomfort opposite to the desired result and creating an interest in human activities of a large group where there is nearly always something going on which distracts the attention.

Costly heavy furniture, dark wood paneling, impressive height and murals should be abandoned for light treatment, decorative multi-colored books, and intimate, cozy atmosphere, using simple forms of sculpture; landscape art or photo-enlargements. Treatment should be inspirational release to the imagination as symphonic music, seascapes, or a wood fire. Meaningful murals belong in lobbies, museums, waiting rooms or loggias, and should not be placed in the library.

The library plant will be adequately daylighted in all of its interior spaces, with true appreciation given to the relation of the human to nature and the outdoor

scene. The interior must be **light and colorful!** There shall be no windows to the east or west which create control problems. Daylight will be by means of south shaded and north light, and directed reflection of sunlight to overhead diffusing surfaces, in this way, availing a light source free of the need of human control:

Artificial lighting will be flush with the ceiling and of low surface brightness.

Class period signals will be two-toned chimes instead of bells. The use of a sharp bell, and the anticipation that it is about to ring is an element that should not be present in the library.

The Designer finds that there is no expression of originality or honest analysis of a problem possible if he has laid before him on the drafting board pictures of other work which invariably follow the pattern of progress on progress all tainted with the same brush. Thus is it true that it is wrong to create new libraries by following the experience of the old. True, the elements of failure should be known and avoided but the elements which have not been sufficiently troublesome to bring notice, should not be perpetuated merely for that reason. When original examples were created perhaps there were limiting factors which made the examples then the best possible in their day.

THE FUNCTIONAL PLAN—

(Laboratory For The Curriculum)

The foregoing treats with the psychological; "starry-eyed" generalities are interesting, but not constructive. The problem requires "pick and shovel" work, and the mental scope to cast aside inhibitions, and investigate in the light of reality. The answer in concept is elementary. Modern science provides the technological reality for realization. The functional ar-

range of plan will provide for good lighting, good supervision, circulation, space organization, providing for flexibility, and scientific advancements:

The expanding library program, which already includes circulation and reading center, book storage, office, work room, conference room, and dead storage, and provides for audio-visual aid, recorded subjects, the library classrooms, microfilm, and television, and may in the future require alteration to accommodate other developments, as yet unforeseen, illustrates very forcibly why the library should be conceived with flexibility and why the waste cubage of the old style treatment will be abandoned to provide greater floor area within the same appropriation. "Cubage is in direct proportion to cost": and

Construction will be such that departments may be expanded and rearranged or exterior walls re-located, providing more interior space.

The method of construction planned as a system of bays supported on columns with no bearing walls and the daylight introduced from above, capable of expansion without relation to exterior walls or necessarily dependent upon side-wall window lighting:

Windows will be provided for outdoor view at least on two sides.

The organization of reading room and stacks will be arranged with movable double-faced book shelves in rows confined to a height of approximately 4 feet and located in the center of the general reading room area with tables and easy chairs in alcoves with low separations, arranged about the periphery of the room:

The use of microfilm will reduce the bulk of growing collections:

The arrangement of subject matter will be made flexible and convenient to reading groups. The old

type of library plan with rows of tables filling the center of the room and book shelves lining the walls required a great deal of cross movement through tiers of tables to reach book shelves, and in order to gain sufficient shelf space, window sills were held too high to provide a view of the outdoors, other than the sky!

The re-organization of cubage will devote 50 sq. ft. of floor space per reader in the circulation and reading section instead of the average of 25 sq. ft.:

The library unit for the initial 500 enrollment will accommodate 70 students in a space 40 ft. x 80 ft.:

The master plan will provide for a second circulation and reading section for 1000 to 1500 total enrollment.

Special library facilities will be planned to serve two circulation and reading sections.

There will be a library classroom, an audio-visual projection library, recording carrells; conference room; office; work room; wash-rooms; film exchange; checking desk, arranged for community adult use as well as student. Space below the principal floor for infrequent reference material and the library laboratory of future necessity.

MATERIALS

Depending upon the surrounding noise levels, nearness of railroads, highways, manufacturing, or airports, noise reduction treatment will be employed as required for the particular problem:

Sound deadening may be combined with acoustical treatment and thermal insulation. Acoustical treatment for the interiors will be conceived as producing a result known to the acoustical engineer as "too dead" for interiors such as auditoriums or music practise rooms:

The library should be dead acoustically. The result should be as near

equal to the outdoors in this respect as possible:

A rigid material with perforations, using rock wool or glass wool behind serves very well for combined thermal insulation noise reduction and "sound absorption," (or acoustical treatment):

Daylight illumination would be provided on a modular system by clerestory windows, above the roof, a grill in the ceiling plane will serve to distribute the light evenly and obscure the artificial illumination units. The floor will be of a resilient material providing ease of maintenance, preferably a light colored linoleum. All doors and wood trim and furniture will be natural wood with light stain. Stone and marble will be employed in certain places which will include a fireplace feature and loggias to the exterior. Visible glass areas will be confined to side wall openings not to exceed 8 feet in height and will be thermo-pane glass on cold exposures. The interior will not rely upon window openings for ventilation:

Wall panels will be sectional and contain thermal insulation.

MECHANICAL EQUIPMENT

Interiors will be heated by a modular system of panel heating, hot water circulated through copper pipe imbedded in the concrete floor slab. Hot water lines will be extended from the under-floor system to the roof panels inside the column furring and connected with coils in the unit air conditioners placed on the roof in a modular system. Refrigerant lines may also be connected in the same way to the air conditioning units. The unit would serve as a year-round air conditioning system. Air sterilization equipment would be introduced into the supply air ducts and the air tempered to the desired room temperature

to provide conditioned air but not heat:

This system will provide uniform automatically controlled heating without sacrificing wall space or contributing to dust circulation. It will warm the normally cold floor and produce a healthful heating system free from dust and drafts and provide cooling where indicated.

Artificial illumination will be designed to provide an even distribution of shadow free illumination of 35 foot candles at the reading level and will be actuated by automatic photo-electric cell equipment when the daylight falls below the required 35 foot candles. The system would be designed to supplement daylight and for use at night.

The interior surroundings will be so color treated that the effect of light concentration will be on the surface of the reading subject at table height. Ultra-violet ray units will be provided in spaces that are occupied by workers through the entire school day.

SUMMARY

"New Ideas in School Library Architecture," the title originally suggested for this article, would have been a misnomer; there are no new ideas . . . there is but a new acceptance of ideas! Atomic energy is not new . . . it has always been here: it is only that it is new in our experience. Perhaps this approach to the subject of new ideas in school library architecture may seem new . . . it is not. Architects live it . . . Architects are held in check only by stubborn convention, and in fact not permitted an opportunity in most cases because they know too well what convention expects of them.

Planning of the new school library should put emphasis on space and more space, and simplicity of arrangement and detail.

Remodeling the School Library . . .

School libraries, after a few years of service, are almost certain to show the need for alterations of some type. The revelation, during use, of plan deficiencies in a library should be accepted as a normal condition not requiring, necessarily, the condemnation of those who were responsible for the planning of the original building. More worthy of condemnation is the operating professional staff that either does not see the need for a change when one exists or sees the need for only a part of the changes required to bring the facility up to good current practice.

The concept of any school building, and especially the school library, as an educational instrument requires that the facility be considered as something that can and should be altered in response to changes in educational programs and services and to modern developments in building service installations, such as lighting, heating, and acoustics. Building alterations are expensive and therefore must be fully justified. What is an adequate justification? There are many reasons of sufficient potency to justify the cost of altering a school library. A few will be listed here and discussed briefly:

1. Enrollment increases. With any given class scheduling plan in a high school, enrollment increases require increased library facilities. In the elementary school enrollment increase may mean that the school could justify changing from a conference room and book storage type of library facility to a library reading room, seating at least a complete class group and having also ample book storage and other library service facilities.

CHARLES BURSCH

Chief, Division of Schoolhouse Planning
California State Department of Education

2. Changes in curriculum or program scheduling. The recent emphasis upon visual aids constitutes a challenge to school library service that can in many situations be met only by drastic alterations in library facilities. The change from a forty-minute to a fifty or sixty-minute period affects library service and facilities in at least two ways: less reading room space is needed in the library and so is better book service from library to classroom. An emphasis upon individual study, or the study of problems by small committees, places an obviously heavier burden on the library than when class instruction is emphasized.

3. Change in concept of library service in a school. To the all too common idea of library service as consisting of book storage, control, and reading room supervision may be added aid to committees working in conference rooms, library training, book repair, special browsing, and magazine facilities. Such new services require altered and expanded facilities.

4. Availability of service facilities substantially superior to those now in use in the library. Rapid developments in both the natural and artificial lighting of schools make it necessary to make alterations in the library if pupils are to be given the advantages of those developments. Facilities for noise reduction, control, and absorption have been improved in recent years to the point where re-doing the acoustics in a library is highly desirable. Specialized library furniture and equipment may not have been installed when the library was

new. Perhaps only incidental library service was then available so that the provision of specialized equipment was not justified. Informed opinion, however, almost completely agrees upon the real necessity of appropriate library equipment if trained librarians are employed.

The foregoing list of conditions that may justify the expense of remodeling a library, while obviously incomplete, serves the useful purpose of indicating the potential complexity of what to many at first appears a simple problem of relocating a partition or renewing the paint in a school library. An adequate solution to a special problem of substantial complexity requires the establishment of appropriate staff organization and planning procedure. The key person in the procedure should be the superintendent or his representative authorized to speak for the governing board and the superintendent in connection with planning the remodeling project. Assistance to such a person in solving the present shortcomings in library facilities and in producing a well-considered, long-term plan for the library should be provided by the employment of a competent architect and by constituting a representative staff committee, the members of which are selected on the basis of potential contributions to library planning. The school librarian, of course, should serve on the committee. In addition, the school principal and one or more classroom teachers should have membership. A student body representative should serve in schools where student organizations are functioning. If the library is to serve community as well as school use, representatives of community groups should be involved.

This committee, under the coordinating supervision of the board's representative, and working with the architect, should study the library service and facilities first hand; consult with competent authorities on library services and facilities including such highly specialized fields as lighting and acoustics; examine pertinent literature; and propose a program of alterations. The various proposals of the committee should be interpreted by the architect into plans and specifications for alteration and into a project budget. If the budget is judged excessive by the board, the committee and the architect should select a **segment**, not a condensed version, of the total proposal that can be financed for the amount the board will approve.

The California State Department of Education through its Division of Schoolhouse Planning staff provides advisory services in connection with such projects as library remodeling. These services include: (1) assistance in analyzing the problem; (2) suggesting appropriate aids in solving the problems; (3) giving sources of competent consultants in specialized areas; and (4) evaluating proposed plan solutions.

When the task of remodeling a library is recognized as an important and complicated project and when adequate personnel, organization, and procedures are provided to plan and carry on the remodeling, the funds expended are most likely to yield the highest returns in improved library service and expanded usefulness to students.

In order to carry a complete record of the present school year the last issue of the Bulletin will appear during the latter part of the month of May instead of on the first of that month.

Mural by Suzanne Miller . . .



The mural in the foyer of the Franklin Junior High School of Long Beach, California, painted by Suzanne Miller of Ojai, is the outgrowth of hopes that began in the library. Late in 1945 when the school found itself in possession of sufficient funds to decorate, Suzanne Miller was called in to submit drawings. We liked the murals she had done in the Long Beach Public Library and the library of the Jane Addams Elementary School in Long Beach. The Benjamin Franklin theme appeared to be a natural approach for us, but the topical nature of such designs did not lend itself to the many-angled walls. At length the solution was found in thinking of those walls as a folding screen to be decorated in continuity,

MARJORIE T. FULLWOOD

Long Beach Public Schools

as are the scenic screens of the Chinese, in a series of panel areas. With that as a frame of reference, the artist presented her designs and was commissioned to proceed with the work.

The subject is that of rock and stream, trees and reeds, following the screen-like jointures of the lobby walls on either side. The background tone is subtle, a grayed lemon yellow. The waters which flow through the primitive reeds are full, strong waters. They have the push of mountain snows behind them, but they are a deep blue-green, warmed by sun. Their rocky ledges are red-brown boulders, resistant and almost harshly defined, were it not that they suggest something created before time. Despite the delicacy of the small trees which appear at intervals in the landscape, there is a quality of the archaic in this mural. It might be the world of *Fantasia*. It is variously suggestive. It stimulates the imagination. It is the world of marsh and rock and stream of Arthur, King, on the Cornish Coast.

Much of the actual painting was done at night, but some of it during the day with children milling about the base of the scaffolding which was necessary where the design reached above the staircase. The work was often interrupted, but today Franklin Junior High School has a distinctive mural in its entrance hall.

The Librarian Plans . . .

The school librarian who attempts to draw plans for a school library may be surprised at the pitfalls that await the unwary. As one experienced teacher of school librarianship confesses: "When it comes to impromptu drawings of school library architecture in our course on school library problems, I am very quick with the chalk. Quite often when I have thought back with rapture upon the plans that I have drawn thus on the board I recall that my plans have allowed for no way for the librarian to get out of the library without blasting a new door, that I have left no space for book shelves, that I have denied the entire library the blessing of natural light, or some such error." If the reader does not believe that this can happen, let him take chalk in his own hand and see what develops, especially if the assignment is to provide for something a little special such as multiple reading areas for the library in the very large school. It is with relief that the amateur planner decides to stay with the well-known and to sponsor something conservative — a room approximately twice as long as it is wide, with the school corridor constituting one boundary and the outside wall another; workroom and conference room are hastily superimposed upon the original floor space, each in its corner, and the brave attempt for something new and different comes to naught.

If self-evaluation has somewhat shaken the librarian's confidence in himself as a planner, he must brace himself for really heartless comment when his plan is placed before an architect or other building expert. He is likely to be made suddenly aware of basic units of construction, building codes, and build-

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School Library Quarters

ing costs. For instance, he may be aghast to hear that in case of fire, the chances against successful exit from the library he has so carefully planned are about 100 to 1. Thus the librarian learns that there is more to architectural planning than meets the eye and that an architect's drawing represents specifics in skill and knowledge.

On the other hand the architect, placing his plans before a librarian, may be surprised to hear that book delivery from a cashier's cage (extreme, but actually observed) is not conducive to maximum use of materials, and that it is not desirable to swing a gate, or provide other device for discouraging the student's approach to the library collection. He may be feelingly informed that only in nightmares should there be graduated depths of non-adjustable shelving and he may learn that while no classroom teacher rejoices at proximity of the band-practice room, the school librarian may become violent when faced with the possibility of juxtaposition of music center and reading area. It cannot be assumed that, without being told, the architect will know that 15% of the high school enrollment may be expected in library attendance during any one period of the day, or that the modern school library contains many materials that require specially constructed housing which must be reckoned with in space allocation.

Thus, to each his own—to employ a phrase while it is in the public mind. To the librarian the responsibility for interpreting library

service to the architect; to the architect the translation of service into rooms which will have the proper number and placement of windows and doors and which will command respect, structurally, when erected.

Actually, not only the librarian and the architect plan together for adequate housing for good library service; teachers and administrators ultimately determine the scope of library service and therefore have significant contribution to make in the determination of space allocation; the administrator represents the financial framework within which all planning must be fitted.

Since the librarian cannot expect his own architectural efforts to be exactly success-crowned, it may be best for him to resort to list-making instead, an activity in which he is quite at home. Two lists are implied: a list of tenets and observations for the architect's information; and a check list of essentials in school library planning for the librarian's own use when he is offered the opportunity of examining the architect's submission. Two such lists are offered here. They represent a composite of suggestion by a group with which the writer has worked closely, members of the American Association of School Librarians' Committee on Planning School Library Quarters.*

Librarian To Architect: An interpretation of library service, tenets, practices and observations.

1. Library service is appropriate

for all pupils in every school—secondary, elementary, twelve-grade, trade, and special school.

2. Library attendance by secondary school pupils will probably be in proportion to enrollment; a 15% attendance of enrollment can be anticipated; 25 square feet are a minimum allowance of per user space.

3. All types of materials — recordings, filmstrips, slides, as well as books—are included in the modern school library.

4. Self-service is the practice in the school library; there should be no physical obstruction between the material to be used and the user.

5. It should be possible for the librarian to supervise the entire library area from any point in the library.

6. There is much work to be done behind the scenes in a library program—minor repair for books; processing of new books. Running water is an essential in library housekeeping and in processing procedures; some tools with which the librarian works are electrically operated.

7. Back numbers of magazines, frequently unbound in a school library, are a valuable type of library material; only current numbers are displayed in the reading center; back numbers are stacked in storage, but they must be easily accessible.

8. If enrollment increases and if library services expand, expansion of the physical library will be indicated.

9. There will be classroom use of library materials—books, recordings, filmstrips, films.

10. Users of the school library frequently have occasion to try out a film strip or a recording while evaluating for later classroom use (there are playback machines with earphones).

*Dorothy Annable, Classical and High School, Salem, Massachusetts; Marion V. Baker, Senior High School Library, Rochester, Minnesota; Marvin W. Cragun, Sacramento College Library, Sacramento, California; E. Ben Evans, Kern County Union High School District, Bakersfield, California; Ruth Ewing, Hamilton High School Library, Hamilton, Ohio; Lenore M. Gordon, Northern Illinois State Teachers College Library, DeKalb, Illinois; Alma Lundeen, Illinois State Library, Springfield, Illinois; Lucile F. Vickers, East High School, Sioux City, Iowa; Ada Wing, Centralia High School, Centralia, Washington.

11. Student and teacher users of the library frequently need to confer in small groups when using library materials.

12. Books are not shelved by size; each shelf should accommodate the 10" as well as the 8" books.

13. No shelf should be out of reach for the library user of average height.

14. Books are easily lost behind shelf trimming.

15. A wall area for library-related publicity is essential.

16. While absolute silence is no longer an objective in school library administration, noise which is not related to purposeful library activity should be reduced to a minimum.

17. The general principles and observations given here are translated into specifics in measurement and in space allocation in the pamphlets listed at the end of this article.

Librarian's Reminder: A checklist of essentials in school library planning for convenient reference in examination of an architect's plan. (Examination of written specification, architectural and mechanical detail, and elevation, is as necessary as the examination of floor plans).

1. Is the library centrally and conveniently located?

2. Counting 25 square feet to the user, is there provision for at least 50 elementary school users?

3. What secondary school enrollment is to be served? Is there provision for 15% of this enrollment, counting 25 square feet to the user?

4. Is supervision of the entire library area possible?

5. Can the library area be expanded in the future?

6. Can a charging desk be located desirably?

7. Is there a workroom adequate in size? (workroom and stor-

age, at least 200-230 sq. feet; separate workroom, at least 150 sq. feet).

8. Is there provision for running water in the workroom?

9. Are cupboards and drawers provided for supplies?

10. Is there a conference room, adequate in size? (at least 120 sq. feet)

11. Has shelving been provided for the workroom and for the conference room?

12. Has provision been made for screening and for playing back?

13. Is there some working space for the librarian himself?

14. Are electrical outlets provided in the workroom and in the area in which films will be screened and recordings played back?

15. Are acoustical ceilings specified? Is sound-deadening specified for the floors?

16. Are inner and outer rows of artificial lights on separate switches?

17. Is there a bulletin board?

18. Has every wall area appropriate for shelving been so utilized?

19. Are satisfactory dimensions specified for shelving?

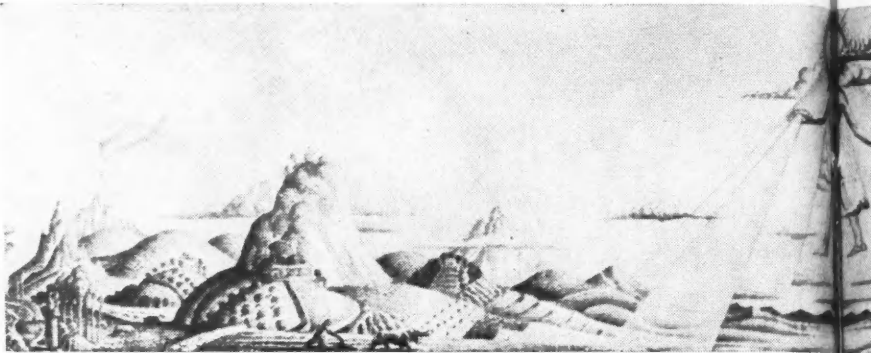
20. Are electrical outlets provided in each classroom?

21. Is there a bulletin board in each classroom?

22. Is shelving provided for each classroom?

Opportunity for participation in planning for building school library quarters does not come every day; probably it comes only once in a lifetime. There is no chance to acquire skill through trial and error. The librarian must be confident of his recommendations, and he must be right the first time. Oversights or mistakes are made permanent in wood, plaster, and metal, and the unhappy librarian experiences the necessity of curtailing service be-

(Continued on Page 28)



Canticle of the Sun . . .

"Believing with Ralph Waldo Emerson that 'Beauty is the pilot of the young soul' and that 'As fast as he (man) sees beauty, life acquires a very high value', we are happy to dedicate this beautiful mural to the inspiration of succeeding generations of youth at Emerson and to the cultural enrichment of our city and nation."

With these words, the Student Body and Parent Teacher Association of Emerson Junior High School in Los Angeles dedicated the lovely mural, which was painted by the distinguished Danish artist, Kay Nielsen, when it was recently unveiled in the library of this school. For his inspiration, Mr. Nielsen chose a stanza from the Sanscrit entitled "The Salutation of the Dawn."

The mural is a beautiful landscape depicting the three eternal Verities and Realities of Life; the Bliss of Growth; the Glory of Action; the Splendor of Beauty. The central radiant figure striding across the sky is the Sun "The sower of light, broadcasting his seeds of life over the earth."

MARGARET F. GLASSEY

Emerson Junior High School, Los Angeles

The preceding cut made from a preliminary line drawing gives the general plan of the picture but does not present any conception of the beautiful colors, the fine craftsmanship, the exquisite detail, the superb imagination and the wonderful inspiration inherent in the original to all beholders. Those librarians who have known, loved and followed Kay Nielsen's work as an illustrator of children's books will rejoice that he is speaking here in America to our youth in this new medium and that his latest masterpiece is located in one of our California school libraries.

The mural is a huge canvas covering one entire wall of the library above the stacks and was the result of eighteen months' work by the artist. Financially, it was a sizable undertaking for a not too affluent Student Body and Parent Teacher Association. Its unveiling climaxed many months of thoughtful planning on the part of the faculty and administration.



—Mural by Kay Nielsen

THE SALUTATION OF THE DAWN

Look to this Day!
 For it is Life, the very Life of Life
 In its brief course lie all the Verities
 and Realities of your Existence:
 The Bliss of Growth,
 The Glory of Action,
 The Splendor of Beauty.
 For Yesterday is but a Dream,
 And To-morrow is only a Vision;
 But To-day well-lived makes every
 Yesterday a Dream of Happiness,
 And every To-morrow a Vision of
 Hope.
 Look well therefore to this Day!
 Such is the Salutation of the Dawn.

From the Sanscrit.

Was all this expenditure, planning and work worthwhile? What measure of moral and spiritual uplift comes to those young people who are privileged to live with this beautiful work of art? Listen to their comments:

"When I look at that beautiful picture hanging on the library wall, a thrill comes through me as

though I knew every little figure in that painting."

"I love to look at the mural because every time I look at it, I find something new and more beautiful."

"The mural describes a beautiful and scenic day when life is at its best."

"The scene is so peaceful and quiet. I'd like to live in a place like that."

"The object of the mural is to express the happiness, love and beauty that is possessed by the world. Some places do not have happiness and beauty like they should. Someday they will have these too."

"The powerful figure of the Sun gives me the feeling that He was there for me. I feel a great wise strength in the Sun. It draws together all the beauty in the world."

"The most wonderful thing about our mural is that even though it will still hang upon the wall at Emerson after I graduate, yet I shall carry it with me always."

Your Library, Right or Wrong!

This scientific analysis of the problem that confronts the average school librarian is based upon the results of a survey, "What's wrong with your library?" Taking a number of representative answers to the question by a number of representative librarians who gave the answers, we have attempted to suggest a solution to a variety of things wrong with libraries — things that have a universality in their wrongness. In so doing we aim not only to answer one librarian's immediate problem but taking it as typical of the many, we hope to reach unlimited numbers of the profession. As the stone thrown into the water makes ever wider and wider ripples,—well, it's like that.

May I suggest with humility that I am well qualified to make the analysis of your problem which is to follow. Since great gifts of divination often accompany great deprivations, I can well understand what is wrong with your library because there isn't anything that is right with mine—architecturally speaking. I thank all the librarians who have cooperated in making this study the success it is about to become, and the editor, without whose persuasive powers, no force on heaven or earth could have drawn me into a deal like this when one semester is dying and another is about to be born.

I have chosen the problem and answer method of presentation for my subject. You will notice that each problem has a number which is followed by the subject of the problem, which is followed by the answer. If the librarian desiring to make the maximum use of this study will employ the index finger of her right hand and follow along

MARY FLECK

Polytechnic High School, Long Beach

the page until she arrives at that subject which represents her peculiar problem,—and now that we all have the general idea, what's wrong with your library?

Problem 1. Wall space. "My light switch is placed in the center of a three foot wall space so that the wall is useless for shelving, bulletin boards, etc."

Since the wall space is useless for shelving, bulletin boards, etc., let me suggest that it could, perhaps, be used to greatest advantage for turning the lights on and off.

Problem 2. Seating space. "We have a seating capacity of 60 for a student body of 1500!"

A tough situation! I honestly believe your best solution is not to try to seat the whole student body.

Problem 3. Location of library. "My study hall is at the opposite end of the school and downstairs from the library."

Did Abraham Lincoln once walk miles to borrow a book,—no matter! Good things are worth traveling long distances in pursuit thereof, and have you ever felt come Friday, last period, that the study hall should be at the opposite end of the earth and downstairs—without a stairway?

Problem 4. Windows. "Work rooms should have windows."

You are absolutely right! And libraries should have work rooms!

Problem 5. Temporary quarters. "We have been in a temporary building for several years and have completely outgrown it."

Confidentially, I know a librarian in Long Beach who has been in a temporary building since the earthquake (1933). I suggest that you

collaborate with her to organize a panel discussion on the subject, "How long is temporary?"

Problem 6. More about space. "My desk, the sink, locker and work table are in a space approximately eight by twelve feet."

Congratulations! This is a wonderful architectural feat.

Problem 7. Supplementary library furniture. "Standard equipment in my library is a piano and the only way out I can see is to crowd it out with new shelf units if, as, and when available."

Never be too optimistic about if, as, and when. Meanwhile it might be really quaint to use the piano for an accompaniment for library activities, thus creating a so-o-o desirable real life situation giving the illusion of radio background music at home.

Problem 8. Doors. "I have three doors, two of which are at the librarian's back."

Perhaps the librarian could turn around and face the other direction.

Problem 9. Still more about space. "I have no browsing room. (Can it be done with our type of present population?)"

I am confused by your implications. Could it not be settled happily by having the librarian teach a browsing course, — "Beneficial Browsing for Beginners," or "When You Browse, Browse!"

Problem 10. Still, still more about space. (What a claustrophobic group we are!) "I would like a faculty reading room."

Who do you think I am? A fairy godmother?

By way of concluding this little study I hope to bring you a measure of comfort with the idea that the human spirit is, after all, most impervious to the art of architecture. It constructs walls or tears them down at will. On the one

hand the poet calls on his soul to build yet "more stately mansions" and on the other he sings that "stone walls do not a prison make" capable of capturing his mind's innocence. With such architectural omnipotence on the soul's part the physical construction of a library dwindles in significance. For a library is "a house not made with hands,"—it is Dr. Eliot's "five foot book shelf," it is the ragged little volumes you read as a child, it is whatever book gives wings to your spirit and annihilates the walls that would encompass it. So cheer up! There's nothing wrong with your library! — Not much!

News Notes from San Jose

There have been some personnel changes at San Jose State. Laura Lewis has resigned to become librarian of Santa Maria Junior College. On July first, Ainsley Whitman became librarian of California Polytechnic School at San Luis Obispo.

New staff members at San Jose State are Edith Foster, Illinois '36, and Emily Olson, U.S.C. '40, both in the reference department; Helen Feltovic, U.S.C. '46, in the circulation department; Clara Gross, Denver '46, in the science department; and Ruth Baldwin, M.A. Illinois '45, instructor in librarianship.

Some interesting vacation jaunts were enjoyed by Dora Smith, reference librarian, who spent July and August in Montana, Illinois, and Colorado; Joyce Backus, librarian, who attended the Institute on Library Buildings, at the University of Chicago, August 5-10; and Maude Coleman, arts librarian, who took an air trip to Mexico.

September 3, Willifred McIntyre, S. J. '35, librarian of Hoover Junior High School, San Jose, was married to Thomas C. Samuels.



Mural in the Jane Addams Elementary School Library, Long Beach

Attractive Elementary Libraries . . .

Elementary school libraries in Long Beach are housed in three different ways: in classrooms, bungalows and quarters standardized by the original architectural plan for the school building. Each library is administered by a trained librarian and furnished with standard library equipment. Cheerful, attractive libraries have been achieved in all cases by the application of a few simple principles of interior design. Care has been exercised in our planning not to depart too far from the average schoolroom formality and furnishings in order that discipline problems do not result for both librarian and teacher.

In small schools where library service is offered only one or two days a week, the standardized classroom has been utilized effectively. In one building, classroom limita-

LOIS FANNIN

Long Beach Public Schools

tions were overcome by painting the walls a soft blue-green, finishing the woodwork in a darker shade. All bulletin space was painted the same blue-green. The black boards in back of the book shelves were covered with wall paper that harmonized with the color scheme. Black cloth curtains which hung at the windows to be used when films were shown, were disguised by a full length facing of bright chintz. A low shelf was built over the radiators for a display center. Battleship linoleum on the floor and acoustically treated ceilings help to deaden sound.

A double bungalow serving one of the largest elementary schools last year was remodeled into a permanent library. All black boards and



Classroom converted into library, blackboards covered with attractive wall paper at Bryant Elementary School, Long Beach.

built in furniture were removed. An arched opening was cut through the partition dividing the bungalow into two rooms. A part of this partition was kept with a window frame at one side, the glass removed and three shelves of varying heights installed where books, other art objects, or a vase might be exhibited. A bulletin board was built around the window frame so that this wall displayed the book jackets or posters that the librarian wished to coordinate with her "window". The art department cooperated with us to gain a pleasing two-tone effect in soft greens which set off the dark oak furniture, cream colored Venetian blinds, green-gray linoleum and cream acoustic ceiling.

In one of our newer buildings another means of achieving variety in decoration was obtained by a mural. This resulted in a very pleasing effect, for the bronze, blue, green and gold colors in this mural harmonized with the peach-beige walls

and contrasting green trim of the interior finishing of the room. At the far end of the room and opposite this mural a partial glass partition sets off a small reference room. Double glass doors opening upon a patio and covered exterior corridor provide two entrances.

Also our libraries are fortunate in having the cooperation of the art and audio-visual departments in helping select art objects and pictures to give added attraction. For pictures the art department designed and constructed narrow wooden frames eighteen by twenty-four inches. In these frames the drawings of children are exhibited as well as the colored prints acquired by the libraries.

Since children respond to color, displays and attractive bulletin board arrangements, they should be a part of any good library environment and should not be regarded as luxuries but as valuable aids to children's reading atmosphere.

Planning for Audio-Visual Service . . .

Audio-visual education, which has brought about some drastic changes in classroom teaching methods, and in the curriculum in general, is now causing somewhat of a revolution in the school library. That the school library is the logical place for storing and circulating audio-visual materials is obvious, but administrators have made few preparations or plans to equip the library to meet the new and growing demand. It is time that definite steps be made to include plans for the provision of facilities in future building programs.

Audio-visual education and curriculum experts agree that all motion films and slides should be projected in the classroom. Admitting this, the teachers then must have a convenient service room for securing and previewing materials before planning their lessons. Provisions should be made in the new buildings for audio-visual service centers, with preview facilities, adjacent to the library or textbook room. In some schools librarians are already assuming the responsibility for audio-visual materials. However, a noncertificated person with special training in the care and handling of audio-visual materials, could be hired for checking out and repairing, under the supervision of the audio-visual coordinator of the school. If the librarian is acting as coordinator, so much the better.

All materials should be catalogued and arranged by a simplified Dewey Decimal system or by a subject classification. This means that adequate storage space will be necessary for an orderly arrangement of materials and to make them easily accessible. Sufficient floor space with the proper facilities for hand-

By GRACE W. JONES
Supervising Librarian & Director of
Audio-Visual Education
Santa Monica City Schools

ling materials should be requested and the school architect should work with these in mind.

Floor space. Even for a small high school there should be a minimum total space of one classroom to accommodate the tables and cabinets necessary to operate the service center. One end of the room could be arranged for preview purposes. If a special preview room is desired the length of the room should be approximately one and one-half times its width. Thus a room 25 feet long and 15 feet wide should make an ideal projection room and would accommodate 15 to 20 teachers at one time. Movable chairs should be part of the equipment.

Electrical outlets. These should be in convenient places. Double universal service outlets at front and back of the preview room are desirable, and they should carry 15 or 20 amperes and 120 volt delivery. Where the preview facilities are part of the main service room, extra outlets should be placed around the walls for use with recorders or radios. Care should be taken that they are placed handy to equipment.

Ventilation. Air conditioners are advisable in regular projection rooms where dark blinds are used to cover the windows. If drapes are used some ventilation will come through the windows if they do not reach the floor, hanging just below the window sill. All audio-visual materials need plenty of air circulation just the same as books need air. Be sure your work room is well ventilated.

Acoustics. Where electronic equipment is being used it is imperative that there be acoustical control. Even in a small projection room it is necessary to provide some treatment since walls, ceiling and floor all affect the quality of sound from the motion picture projector, radio or phonograph. Acoustically treated ceiling and walls will solve this problem.

Light control. In special preview rooms it may be necessary to provide drapes that can be drawn over side windows or black blinds that may be fitted over each window to darken the room. Francis W. Noel, State Director of Audio-Visual Education, recommends the drapes or curtains that are set out from the windows and reach just below the window sills. These allow the air to circulate. Where only a small area of the workroom is to be used for preview purposes, provision must be made for a dark corner or space away from the windows where no direct light falls upon the screen.

Planning for an audio-visual service center includes provision for the necessary equipment and facilities for operating the department. Therefore, besides the room space and room facilities the principal or superintendent making plans for new buildings must take in consideration the type of equipment that will be placed in the service center and make adequate provision for it. Screens, projectors, supplies, storage facilities, and cabinets must be supplied. Here are a few suggestions:

Screens. For previewing purposes the beaded screen is most desirable since the audience will sit directly in front of the screen. The screen should have a permanent place on the wall in the preview area of the service room or in the separate projection room. However, if only

portable screens are handled by the school a table model portable screen or a tripod will serve as well if there is space reserved for it. It must be placed in the darkest part of the room where no light is allowed to shine on its surface. Where slides or filmstrips are to be previewed it is necessary to use a square screen. Experiments are being carried on to develop a satisfactory shadow box type screen. This is a beaded screen with dark projections or wings which shade the screen from the light. They can be prepared in the high school shop and have been found very satisfactory, where the audience is not large. This shadow box type would be ideal for the school where the preview area is part of the service room.

Projectors. Where projectors are circulated to different classrooms it may be necessary for teachers to make reservations for preview purposes. Any projector not in use may be set up in the preview space. The midget motion picture sound projector recently put on the market makes an ideal preview projector and is being used in many audio-visual departments in the state. However, it is not necessary to buy a projector for preview purposes alone. Besides the motion picture sound projector, there should also be a 3½x4 slide projector, a 2x2 slide and a filmstrip projector available in the service center for preview purposes. Suitable projector stands should be provided.

As equipment for the work room there should be a portable radio, a playback machine and a portable recorder for speech classes. There might be a demonstration table or bench fitted with a turntable and earphones for silent listening and a conference table for teachers.

Storage facilities. If films are purchased and stored in the library it will be necessary to provide suit-

able cabinets or shelves for them. In Santa Monica, a standard utility metal cabinet was fitted with partitions and a base on each shelf allowing films to stand on edge. Several companies now advertise special cabinets equipped with wire racks for holding film cans. Cabinets are also available for sorting filmstrips and stereographs. Adjustable library shelving and shallow-drawer cabinets can be used for storing study prints and flat pictures. Cupboards of various sizes may be used for exhibits and a cabinet with shallow shelves is needed for storing 12 inch recordings and 16 inch transcriptions.

Circulation records. All materials should be labelled and classified for circulation in the same manner as library books. Some records must be kept of each item. Motion picture films require charging cards on which a record of times shown and number of students seeing the film can be marked. Charging and circulation cards should be made for projectors, filmstrips, mounted pictures, etc. To house these records it is necessary to provide sufficient filing cabinets. A typewriter and table should be available for writing requisitions and filling in circulation data.

Shipping and servicing space. A shipping table or counter should be provided with cartons, wrapping paper and twine for packing material. A worktable should be provided with the following items for servicing motion films: a splicer to mend torn film; film cement; a bottle of carbona for cleaning film; two rewinds large enough to accommodate a 1600 foot reel; white cotton gloves for use in checking film; cheesecloth or clean white rags; extra reels and cans of various sizes.

In making the library the service center of the school, where

teachers may secure all the instructional aids necessary to their classes, it is possible to increase the efficiency of the teaching staff. Therefore it is wise to recognize the importance of providing an adequately equipped audio-visual service center preferably in conjunction with the library, which will be operated by a non-certificated assistant working in cooperation with the audio-visual coordinator of the school, and the librarian.

COVER GIRL

Miss Ruth Blackburn, student library assistant at Bakersfield High School, who appeared on the cover of the January Bulletin, has just announced her engagement. From "Ring in the thousand years of peace" to diamond ring in less than six weeks. Of course, we can not guarantee results, but—is anyone interested in being cover girl for the May issue?

Audio-Visual Programs

Wanted: the names of school libraries that are carrying on audio-visual programs. If your library is working with a collection of records, films, filmstrips, slides, or radio, please send your name to the Chairman of the Audio-Visual Committee of the A.A.S.L., Margaret I. Rufsvold, Indiana University, Bloomington, Indiana.

Research Scholarships

The Encyclopaedia Britannica, Inc. is offering four research scholarships of \$1,500 each for 1947-48 at the University of Chicago to students who are interested in undertaking research to improve children's encyclopedias and their utilization. For further information write, before April 1, 1947, to Miss Frances Henne, Graduate Library School, University of Chicago, Chicago 37, Illinois.

INFORMATION, PLEASE! LIBRARIANS!

Members of the northern section of the S.L.A.C. will hold their first spring meeting since the beginning of the war when they convene at the Hotel Claremont in Berkeley, on Saturday, March 15, for an all day meeting.

Maurine Hardin, president of the section, will open the general morning meeting to be held in the Bamboo room of the hotel at 10:45. An outstanding book display has been planned in connection with the meeting.

Luncheon will be held on the Lido deck at 12:15, and reservations should be made with Miss Eugenia McCabe, 2424 Russell Street, Berkeley, by March 7.

After lunch members will attend one of four section meetings to discuss solutions to problems most often confronting librarians. Librarians will be asked to list in advance their particular problems, and section meetings will be devoted to the exchange of ideas and methods which have proved helpful in solving library problems.

"Information, Please" will be the theme of these section meetings which will be held from 1:45 to 2:45. Jewel Gardiner will be chairman of the elementary group; Lucille Wester of the junior high school meeting; Kara Whitchee, senior high school; and Ruth Lockwood, junior college.

At the final half hour meeting of the day, beginning at 3:00, representatives will give summaries of the conclusions reached in each of the section meetings.

Miss Eugenia McCabe is chairman in charge of the meeting, with Elizabeth Scott and Edna Brown assisting her.

TEEN AGE BOOK SHOW

ELIZABETH ELLIOTT

Los Angeles County Public Library

The Teen Age Book Show prepared and sponsored by Pocket Books, Inc. was brought to the west coast by the Los Angeles County Public Library January 1. Inglewood, Compton and El Monte have already seen the show, and it is scheduled for Monterey Park, South Gate, Huntington Park and Montebello before it starts the rounds of some of the larger high schools of Los Angeles City.

The exhibit of teen age books is grouped about a central panel with a verse from the song "Swinging on a Star." The other tables have clever captions such as "Try and stop me," "Don't fence me in," and "It could happen to you."

While the exhibit has been at the branch library, the unique movie film "It's all yours," with Ralph Bellamy as narrator, which shows some of the pleasures and profits of reading, was shown at the neighboring schools. Each student received a copy of the booklet "Read today . . . Star tomorrow" which was prepared for the project by the Saturday Review of Literature.

At Leuzinger High School near Inglewood, Reed Kinert followed the film with a talk about books. At other schools the film has been shown to classes. It is easily tied in with English classes or social studies because of the emphasis on career books in the film. At every branch there has been a gratifying interest in the exhibit and a large number of requests for the books on display.

Schedules for routing to schools are being worked out by Miss Marion Horton, 1205 W. Pico Blvd., Los Angeles, 15.

Tricks of The Trade . . .

Again many thanks for your contributions to "Tricks of the Trade." From all reports they are proving themselves invaluable by helping to shorten our day's work. Besides, in these days of shortages they are often suggesting ways of making do instead of doing without! So, if you have a special "short-cut", why not pass it on by penny-post card addressed to Miss Mary Lins of Commerce High School, San Francisco, or to Mr. E. Ben Evans of Bakersfield High School, Bakersfield.

Miss Marguerite Grayson, Senior Librarian of Commerce High School, San Francisco, uses her student interests and ideas to produce publicity for the library. Each month a special bulletin is put out by the library students describing how the library can serve the students, the part the library is playing in the school program, recent additions to the book collection, etc. And because it is written by students for students, this bulletin achieves its purpose. The library students also have a special bulletin board on which mounted reviews of books they have read and enjoyed from their school library are displayed. There is always a heavy demand for those books read and enjoyed by other students and often a "slow" book picks up speed once a student through the direction of the librarian has discovered it! Students are also encouraged to bring in books which they think their school library should possess and this has done much to stimulate reading.

Mildred Field of Orange Union High School writes, "We have a nice collection of flower bowls, frogs, and figurines which are loan-

ed to any class or any school function. As 'thank you' we have many flower arrangements given to us. Some students bring flowers and arrange them for us just for the fun they get out of the materials we have for them to use. At the present time the art classes are making 'arrangements' and then the class draws and paints the arrangement. After the assignment is finished the arrangement and the paintings are brought to the library and displayed."

"We have samples of all library routines made and mounted by the work space where that type of work is done. It saves much explaining and much doing over."

Viola B. Stevens of John Marshall High School, Los Angeles, says that a tag was given for each book turned in during a book drive. It became the popular thing to wear a large bunch of tags, and the drive was a huge success.

Miss Edna Browning of Roosevelt Junior High, Oakland, writes, "To speed up the processing of new books, I keep cards and pockets ready with the successive accession numbers already on them. The pockets, too, are already stamped with the school stamp."

Miss Leila Price of James Lick Junior High School, San Francisco, writes, "To avoid that after school rush connected with arranging and counting the day's file, I change the stamp at the end of the sixth period. My seventh period class then arranges, counts and enters the day's statistics in comparative peace and calm. I have also found out that this system has an unexpected (to me) but decided attraction for the students. They seem to feel they are getting something

special in being allowed to keep their books out that extra day, and there are several who wait until seventh period or after school to get their books issued to them. It seems to mean a lot, especially to the slower reader."

Miss Mildred A. Hunkin of Mission Hill Junior High School, Santa Cruz, writes, "Unable to get book-ends, I have wrapped old bricks in heavy paper fastened with gummed kraft tape and they work perfectly!"

"Junior high classes in library science (even ninth graders) love our 'Dewey Decimal Relay Race.' Before school I write on slips of paper 12 to 30 call numbers (12 is enough; the others give variety). No author or title is given. A table of six boys plays against six girls in each 'heat'. Students bring me the book matching the slip, return the book only when that 'heat' is over. As the student who brings the book returns it to its proper place, there is no problem of shelving at the end of the game. Decimal points are not used until the second lesson. This is a noisy game but exceedingly effective as a teaching device."

Miss Ruth Fletcher of Porterville Union High School and Junior College writes, "We cut a book slot from the outside into the library. Not being able to get a brand-new chute, we placed an old car seat (with springs) which catches all the 'bounce' from the book coming down the graduated slide. This has greatly helped the prompt return of books, since students do not have to come into the library to return them."

Miss Mary Lida Eakin, Forestry Library, University of California, recently of Roseville Union High School, writes, "It is frequently possible to get free 'shots' of your library from the professional photo-

graphers who are given the privilege (and the business) of taking the senior pictures."

Mrs. Christina Mashtaire of East Bakersfield High School uses an artist's easel supporting a piece of beaver board as a bulletin board. It is easy to move and can be placed anywhere it is most useful.

E. Ben Evans of Bakersfield High School and Junior College solves many problems of library arrangement with a blueprint of the library area and a few pieces of flat cardboard cut to represent furniture. The pieces of cardboard, of course, should be cut to the same scale as the blueprint. Moving these cardboard tables, vertical files, stacks, and other library furnishings on the blueprint makes a simple matter of trying different arrangements—much simpler than moving the furniture itself.

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Library Service to Adults

An A.A.S.L. committee is investigating patterns of adult education service by school libraries, with the objective of getting material into publication form to help schools interested in promoting such service.

As a first step, the committee needs help in locating all school libraries in the U. S. which serve adults in any way. If your library is one of these, please notify Miss Roberta Everitt, High School Library, Gloversville, New York.

—○—

Southern Section Meeting

Save May 3 for the spring installation meeting of the Southern Section of the S.L.A.C. Miss Elsie Hill, social committee chairman, and Miss Helen O'Connor, program committee chairman, are planning an excellent meeting. Further information will be sent to you as soon as definite arrangements have been completed.

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THE LIBRARIAN PLANS

(Continued from Page 15)

cause of physical inadequacies which could have been prevented at the planning stage.

Useful references:

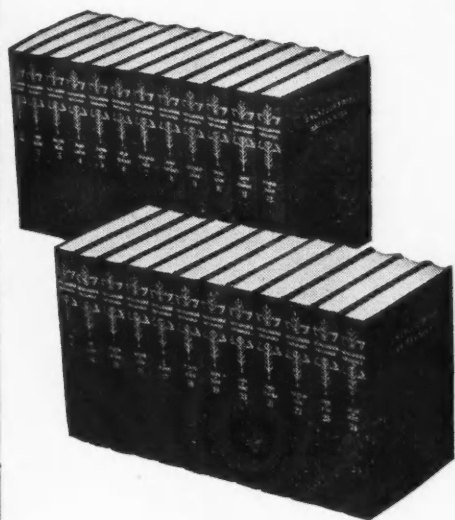
Dear Mr. Architect: An Open Letter from the School Librarian, American Association of School Librarians of the American Library Association, 1946.

Planning and Equipping the School Library, by Mary Peacock Douglas, Publication No. 257, State Department of Public Instruction, Raleigh, North Carolina, 1946. Single copies 25c.

School Libraries for Today and Tomorrow: Functions and Standards, American Library Association, 1945. \$1.00.

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A.L.A. Midwinter Meeting

Marjorie Van Deusen

The midwinter meeting was strictly a business affair with one exception, a general session on atomic energy. The verdict of the scientists who spoke is that the bomb is no secret and there is no physical defense against it except world government. Newsreels were shown of the effects of the bomb, not only on buildings but on human beings, on children. After this experience I was not surprised that the subject chosen for the A.L.A. summer conference is "A Moratorium on Trivia."

Subjects uppermost in the discussions of the Division of Libraries for Children and Young People and the A.A.S.L. were an increase in membership, constitutional changes to simplify the organization, the "Top of the News," and the San Francisco conference. Of A.L.A. membership fees, 20% goes to the division and its three sections to finance all their activities, and if we want our organization to do more, we must get many more librarians to join. Recent tangible results from A.A.S.L. committees are seen in "Dear Mr. Architect," the popular pamphlet on school library planning, and a similar one on audio-visual materials to be published this spring. Though the funds for "Top of the News" are small, it is planned to make it an outstanding professional magazine. Plans for the San Francisco conference are progressing, with several joint meetings of the division being scheduled.

Board action of importance to us in California was the appointment of E. Ben Evans as A.A.S.L. Director to fill the unexpired term of Genevieve Geiger, who resigned in November.

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